

**ZMATH 2016f.00748**

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**Contextual examination of the Turkish middle school mathematics teachers' exam questions.**

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 35, No. 2. Proceedings of the day conference, Durham University, UK, June 6, 2015. London: British Society for Research into Learning Mathematics (BSRLM). 25-30 (2015).

Summary: The current study aims to present the distribution of the middle school mathematics Turkish teachers' exam questions in terms of Bloom's cognitive process and knowledge dimension as well as the question types. Additionally, it will prove if there is statistically difference on the questions' placement in the Revised Bloom's taxonomy with the question types. In the study, 10 middle school mathematics teachers' exam questions posed during the first semester of the 2013–2014 academic year were analysed. A total of 77 exam papers were reviewed in the study and the total of 1152 questions from these papers were examined separately. A chi-square test was used to determine whether the cognitive process and knowledge dimensions of the questions were statistically different by question types. The results gained from the study reveal that mathematics teachers usually prepare questions at the lower cognitive dimensions of the Bloom Taxonomy. According to chi-square test results, there was a significant difference between knowledge dimensions of the questions as well as the question types. Besides, there was also a significant difference between cognitive process dimensions of the questions and the question types.

*Classification:* D63 D53

*Keywords:* educational research; lower secondary; problem posing; Bloom taxonomy; question types; examinations; educational diagnosis; achievement measurement; cognitive levels; cognitive-process dimension; knowledge dimension

<http://www.bsrlm.org.uk/IPs/ip35-2/BSRLM-IP-35-2-05.pdf>